**School Questionnaire**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil’s name and surname:** | | | | | | | | |  | | | | | | | | | | | |
| Date of birth: | | | |  | | | | | | | | | | | | | | | | |
| Home address: | | | | |  | | | | | | | Tel.: | |  | | | | | | |
| Postcode: | |  | | | | | | | | E-mail: | | |  | | | | | | | |
| Nationality: | | |  | | | | | | | | Current status: | | | |  | | | | | |
| Native language: | | | | | |  | | | | | | | | | | | | | | |
| In Czech Republic from: | | | | | | | |  | | | | | | | | Placed in | |  | class (year) | |
| School: |  | | | | | | | | | | | | | | | | Now in |  | | class (year) |
| Reason counselling services requested: | | | | | | |  | | | | | | | | | | | | | |

**Pedagogical diagnostics**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Current level of mastery of the Czech language: | | | | | | | |  | | |
| * Reading (technique, comprehension): | | | | | | |  | | | |
| * Writing: |  | | | | | | | | | | | | |
| * Speaking: | |  | | | | | | | | |
| * Listening: | | |  | | | | | | | | | | |
| Other foreign languages: | | | |  | | | | | Knowledge level: |  | | |
| Mathematics: | | |  | | | | | | | | | | |
| Grades in previous education: | | | | |  | | | | | | |
| Interests, hobbies and other strengths: | | | | | |  | | | | |

**Probable causes of pupil’s difficulties** *(please check)*

|  |  |
| --- | --- |
| Health problems, increased fatigue  Higher absence rate  Sensory defects  Speech impediments  Maladroitness  Slow pace of work  None or little knowledge of Czech  Lack of talent for learning  Exceptional talent for learning  Lack of interest in learning  Gaps in curriculum from previous years  Memory problems  Quick tempered, impulsive | Lack of concentration  Motor restlessness  Shyness/timidity, oversensitivity  Strange personal behaviour  Introversion  Bullying  Aggressive behaviour, disobedience  Drug addiction  Insufficient preparation at home  Family environment  Other living conditions  Different cultural environment  other causes: |

**Current situation in class**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of pupils in class: |  | | | Of which with recognised  support measures of level 2-5: | | | | | |  | | pupils | |
| Number of pupils in class with insufficient knowledge of teaching language: | | | | | | | |  | | | | |
| Number of pupils in class using pedagogical intervention: | | | | |  | | | | | | | |
| Assistant teacher in class: | | Yes – No | Part-time/Full-time: | | |  | | | until: | |  | | |
| Special education teacher: | | Yes – No | School psychologist: | | | | Yes – No | | | | | | |

**Measures taken by school to date to help pupil** *(please check)*

Direct support by teacher (what kind):

Education support plan (please append to questionnaire, including assessment and other proposed measures)

Individual education plan (please append assessment of IEP to questionnaire)

Modification of content (what kind):

Modification of assessment (what kind):

Modification of organisation of education (what kind):

Pedagogical intervention (mentoring, tutoring, re-education)

Subject of special education care (scope, lessons during available hours, content):

Subject of special education care (scope, rehabilitation care, care above and beyond scope of lessons, content):

Work with class collective

Special textbooks, aids, software etc. (what kind):

Staffing assistance (assistant teacher, school psychologist / special education teacher, other)

Language training in accordance with Section 20 (from when, where, in what scope):

Placement in class / school in accordance with Section 16(9)

other (please specify):

**Cooperation with guardian:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Communication with the guardian takes place: | | by telephone, by email, in person, via diary, etc. | | | |
| Language of communication with guardian: |  | | | |
| Level of understanding between school and guardian: | | | |  |
| Ability of guardians to help child prepare for school: | | |  | |

**Questionnaire filled in on:**